

What about sculpture?



A Teaching Resource



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INTRODUCTION

OPTION 1

Session length: 40 minutes plus an optional 1 hour independent visit for the sculpture trail.

Session Description: KS2

For costs and booking information please see the [website](#).

Explore, investigate and interpret our wonderful collection of sculptures through hands-on experiences, playing games and group discussion. During the 'What about Sculpture?' session pupils will hear and talk about what a sculpture is, see examples of world and locally famous sculptures, witness tools used for sculpture making and have the chance to handle materials and miniature sculptures too! Pupils will also engage with the sculptures through active-play, discovering the materials sculptures are made from and playing a freeze-frame game where they will act out the shapes, forms and poses of their favourite sculptures.

This teacher's resource pack has been designed to support the KS2 school curriculum.

Within the pack you will find a selection of cross curricular activities supporting the development of key skills and other useful resources to compliment your work in the classroom. The activities are suitable to be carried out pre or post visit to the Herbert and we strongly recommend a visit to the museum to get the most out of your pack.

Herbert Art Gallery & Museum. Coventry
www.theherbert.org/learning

Learning Outcomes

Through attending this session your children will build on the following skills:

- Improved speaking and listening, through group discussion and interaction.
- Increased investigative skills of the visual and tactile qualities of different materials.
- Further consideration and evaluation of evidence.
- Increased knowledge about shape, pattern, texture, line and tone, form and space and how these elements can be combined for different purposes.



View of The Herbert's Sculpture Gallery.



INTRODUCTION

OPTION 2

Session length: 1 hour plus an optional 1 hour independent visit for the sculpture trail.

Session Description: KS2

For costs and booking information please see the [website](#).

Discover your inner sculptor through clay making! During this session pupils will focus on 'The Coventry Sculpture', by Peter Lazlo Peri from our Sculpture Gallery, learning about how it was made through the practical work. Each pupil will be able to make their own ceramic figure that they can take away with them using air-drying clay. Pupils will be encouraged to discuss and questions the way clay can be moulded and shaped, why artists may choose to use this material and ways in which we can represent people through art.

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Learning Outcomes

Through attending this session your children will build on the following skills:

- Improved speaking and listening, through group discussion and interaction.
- Further consideration and evaluation of evidence.
- . Exploration and development of ideas in design, using their imaginations.
- . Increased investigative skills of the visual and tactile qualities of different materials.
- . Increased knowledge about shape, pattern, texture, line and tone, form and space and how these elements can be combined for different purposes.
- . Exploration of a range of starting points for practical work whilst either working on their own or collaborating with others.



Detail from 'The Coventry Sculpture' by Peter Lazlo Peri.



INTRODUCTION

OPTION 3

Session length: 1 hour 30 minutes plus an optional 1 hour independent visit for the sculpture trail.

Session Description: KS2

For costs and booking information please see the [website](#).

Put our gallery sculpture session together with our clay-making session to create a morning or afternoon packed with activities about our sculpture collections. Using this option pupils will gain the benefits and knowledge of the gallery session that looks at a wide variety of sculptures, tools, methods and materials, which they can then use to support the clay-making session in one of our learning spaces. Using both of the sessions together offers pupils a multi-method approach to learning about sculptures, allowing them to increase their understanding of sculptures through an engaging taught session and a physically active session afterwards.

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Detail from 'The Coventry Sculpture' by Peter Lazlo Peri.



INTRODUCTION

Session length: 1 hour

Session Description: KS2

For costs and booking information please see the website.

Discover the sculptures around the Herbert through this independent, interpretive and investigative trail. Using our sculpture backpacks and teacher guides pupils will have the opportunity to study and question the sculptures in and around the Herbert. The sculpture backpacks contain maps, magnifying glasses, mirrors, spot-the-detail cards, method-making cards and teacher guides, filled with suggested questions and topics to encourage group discussion and understanding of the sculptures you will discover. Using the maps, the sculpture trail will lead you around the Herbert's sculpture gallery, the outside of the building and over to the Old Cathedral ruins.

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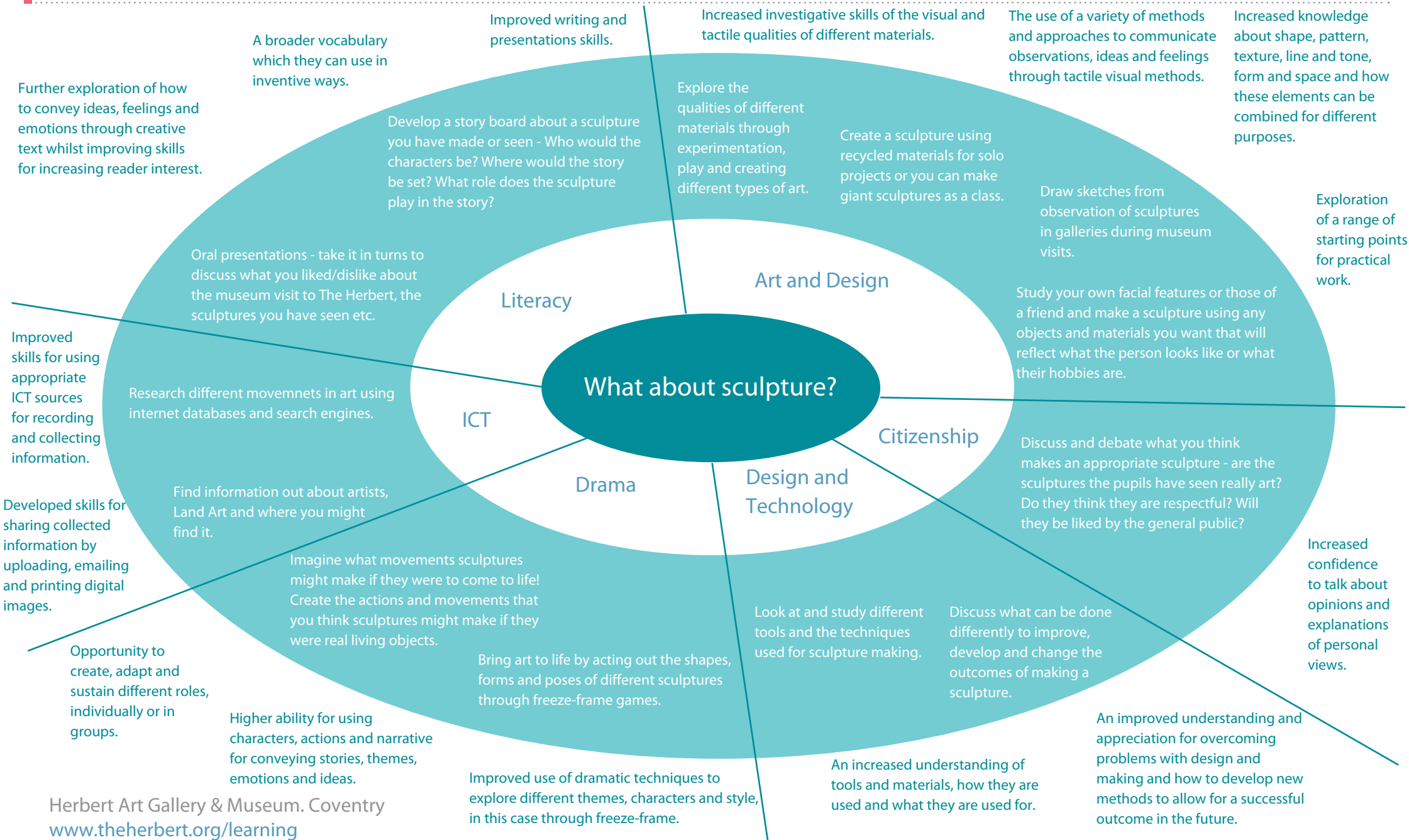
Learning Outcomes

Through attending this session your children will build on the following skills:

- Improved speaking and listening, through group discussion and interaction.
- Further consideration and evaluation of evidence.
- Increased investigative skills of the visual and tactile qualities of different materials.

- Increased knowledge about shape, pattern, texture, line and tone, form and space and how these elements can be combined for different purposes.
- A higher awareness of the visual and spatial elements that surround us indoors and outdoors.







What is a sculpture?

Sculptures can be any three-dimensional form that is visually artistic and interpreted to the artist's views, preferences and style. Sculptures can be extremely large or incredibly small and they can be made of almost anything! Some artists create sculptures that are exact replicas of the object or person they are trying to depict, although some artists prefer to represent something in a very abstract or expressionist style, meaning the viewer of the sculpture needs to interpret the work and think about what it might be or what it might represent. Any type of art should be about interpretation and there are no wrong answers with art. Personal views and understanding of the objects and images are important when understanding art and this applies to sculpture too.

What are sculptures made of?

As we have said, sculptures can be created from almost anything, as you will discover when you work through this resource. Typical and traditional materials commonly used for sculpture making are clay, different types of stone including marble and limestone, metals including bronze, brass and steel and wood is also used often in sculpture making. However, over the centuries more and more materials are being used to create sculptures including everyday objects such as light bulbs, mattresses, chairs and food. Some artists have created sculptures from a pile of bricks, leaves off a tree, paperclips, mirrors, toys, cars, clothes and much more. It is how the artist uses these objects and puts them together and what they want these objects and materials to represent that create the artistic sculpture.

Where can we find sculpture?

Just as sculptures can be made in any size and from any material, they can also be found anywhere. Sculptures are most commonly found in art galleries and museums, like the ones we see at The Herbert in our Sculpture Gallery, but they are also found outside on streets, in fields, sculpture parks, homes, offices, schools, along road sides and other places. Sculptures. The artist may have chosen to place the sculpture there to adding meaning to the work or they may have been commissioned to create the work for a specific location for decorative reasons. The sculptures may have been bought by art collectors, galleries, curators or others who then decide where they want a sculpture to be placed. When you see a sculpture, think about if you think it works well in its location. Could it look better somewhere else?





TWO TORSOS, BY SHAUN BROSAN

Brosnan is highly influenced by Classical Greek and Roman sculpture. He enjoys the way they are often incomplete, missing arms, heads or other body parts due to how they have decayed and broke over time. With Two Torsos he uses this theme of incomplete bodies, preferring to leave the viewers to imagine what should be there.

This Sculpture can be viewed in The Herbert's Sculpture Gallery.





PORTRAIT OF ELISABETH FRINK, BY F.E. MCWILLIAM

Elisabeth Frink was a student of McWilliam at the time when this sculpture was made. She modelled for him on a number of occasions. This sculpture portrays a typical pose for a statue, although statues are often made to represent important people, such as royalty, scientists, soldiers, etc. McWilliam did not create this statue to portray an important or famous person; instead it displays his skill as a sculptor.

This Sculpture can be viewed outside of The Hebert.





THE COVENTRY SCULPTURE, BY PETER LAZLO PERI

This sculpture was the first art work to be commissioned specifically for The Herbert.

It depicts life in Coventry and the many activities that go on in the city every day, including people working on industrial sites, people cycling, skipping and jumping. The artist even included himself on the sculpture, posing at the bottom and looking up at the activities going on throughout the sculpture. This is likely to be a representation of the artist viewing the city of Coventry in preparation for making 'The Coventry Sculpture'.

This Sculpture can be viewed in The Herbert's Sculpture Gallery.





GIRL AT A BUS STOP,
BY JACK GREAVES

This sculpture was made using bronze, the most popular metal for casting sculptures. Often, sculptures made from this metal are simply known as a 'bronze'. Bronze is popular because as the melted metal is poured into the mould, it expands slightly just before it begins to cool down and harden. By expanding it is able to work its way into the finest of details in the mould, helping to achieve a more precise cast.

This sculpture can be seen in The Herbert's Sculpture Gallery.





SISTERS AND BROTHERS,
BY TIM THRELFALL

This sculpture is one of the only pieces of work to remain with the artist until his death in 1999. His other works had been sold off to galleries and art buyers. This work remained with Threlfall as he had originally given it to his mother as a gift, which she then passed back to him through her will upon her own death.

The structure of this work reflects the appearance of the radar dishes used in the Second World War and the Cold War, creating a sense of fear when approaching it. It also reflects the cubist period of art due to the shapes and form of the overall sculpture.

This sculpture can be seen in The Herbert's Sculpture Gallery.





SCULPTURE TOOLS
STONE CARVING



HAMMER

In stone carving hammers are used with chisels to remove sections of the stone. As stone is a very hard and heavy material for sculpting, the tools used on stone must be hard, strong and suitable for heavy duty work.



FLAT HEAD CHISEL

There are many types of chisels of different shapes and sizes. This flat head chisel would help to take out sections of the stone in slices.



POINTED HEAD CHISEL

This pointed head chisel can work into the stone in more precise detail. This is a large pointed head chisel meaning it would remove larger pieces of stone at a time. The smaller pointed chisels would be used to create fine details.



SCULPTURE TOOLS
WOOD CARVING



MALLET

Wood is a softer material than stone therefore wooden mallets are suitable for using with chisels in wood carving, rather than the heavy duty hammers used in stone carving.



FLAT HEAD CHISEL

The chisels used in wood carving are also different from those used in stone carving. They still vary in size and shape, as with stone carving chisels, but the handles are wooded rather than metal and this is because of the wooden mallets used to hit them. Using wood on a metal chisel would damage the mallet.



CARVING KNIFE

For some details of wood carving knives are used. Carving knives for sculpting vary in size and shape to create different details on the sculpture.



SCULPTURE TOOLS

CLAY WORK



CLAY TOOL KIT

These various tools are used for a number of purposes when creating clay sculptures. The double-ended loop tools are used to scrape away sections of the clay before it has dried. The other tools are all used for removing small sections of clay and also carving details such as lines, dots and patterns into the clay.



WIRE CLAY CUTTER

As clay is a very soft material when wet it is possible to cut through it using a thin piece of wire. Sometimes these wire cutters are very long and these are used for cutting through large pieces of clay. Wire cutters are most commonly used for removing the section of clay the sculptor or craftsperson wishes to use, from the fresh supply of clay.



SPONGE

Some tools used in sculpture making appear to be complicated, large or technical, however there are some tools available that are straight forward and simple, which we may have multiple purposes elsewhere away from sculpture making. The sponge is a very useful tool to use for clay work. It is ideal for smoothing down the final product before sending it to the kiln to be fired.



MATERIALS MADNESS

Artists use a wide variety of materials to create sculptures for many different reasons. On this page we will explore some of the many materials that can be used for sculpture making and why they may be used.

Clay: There a variety of different clays available for sculpting in various colours. Artists like to use clay for sculpting because it is a flexible material that can be moulded into different shapes and can remain soft as long as water is applied to the clay, yet it can become solid once it has been fired in a kiln to give it a nice finish. Alternatively it can be left to air dry however with most types of clay this can take days or weeks depending on the amount of clay used. Air drying clay is good type to use in school environments because it contains a hardening material that allows it to dry faster.

Wood: Wood has long been used as a material for sculpture making because it is a natural resource. Wood is a material to that can be cut, shaved, filed and chipped into. Depending on how the artist works with the material it can have a very smooth finish and also a shiny finish if it has been varnished or wood sculptures can have a very rough appearance if the artists has chipped and hacked into it without smoothing it down.

Metal: Metals are strong and durable and these are often two of the reasons why artists choose to work with different metals. However there are other reasons, such as the ability to melt metal at extremely high temperatures which then allows the melted metal to be poured into different moulds, created by the artist. Once the metal has cooled and hardened it will be the exact shape of what the artist wants to show. Metal can also be joined to other pieces of metal through soldering, where points of the two pieces of metal are melted together, as though they are being glued.

Stone: You will often see sculptures made from types of stone. Stone is a common material used for sculptures because it is long lasting, strong and hard. It can endure being outside for hundreds of years with only small amounts of damage being caused, particularly for marble which is a very smooth, decorative type of stone. Some of the earliest known pieces of art were created from stone, with artists using the hammer and chisel approach to making the work.

Glass: Although glass is incredibly fragile, artists have been known to make works of art from glass for its decorative qualities. Like metal, glass can be moulded to most shapes and glass can also be available in any colour the artist chooses. Glass that is coloured is most commonly known as stained-glass, seen in many windows.



Detail of a glass sculpture



SCULPTURE TIMELINE

The Great Sphinx of Giza is an Egyptian statue of a reclining lion with a human head near Cairo. It is the largest sculpture in the world that has been made entirely from one rock.



2520-2494 BC

The Bamberg Cathedral in Germany was built during the Gothic Art period and had the largest amount of 13th century sculpture adorning its walls. Most Gothic sculpture is found this way as decorative pieces on buildings.



1012-1240 AD

The 'Statue of Liberty' was given to America by France as a gift to celebrate America's centennial of the signing of the United States Declaration of Independence. The Statue is on Liberty Island in New York and was placed there to welcome all those travelling by ship into America.



1886 AD

24,000 BC

Art has been discovered to date back to pre-historic times. The 'Venus of Willendorf' is one of the earliest known sculptures to be in existence.



130-100 BC

The 'Venus de Milo' is a marble statue of the Venus, the Greek goddess of love and beauty. It is thought to have been created by the artist Alexandros of Antioch, although this is not confirmed. This sculpture has become one of the most famous Roman sculptures around the world and can be seen the Louvre Museum in Paris.



1504 AD

Michelangelo's 'David' is very similar to the Roman style of art, like with the 'Venus de Milo'. This is because 'David' was created during the Renaissance art movement, which meant rebirth. In other words Michelangelo and reborn the Roman style of art. This sculpture is found in the Academy of Fine Arts in Florence, Italy.



2009 AD

Artist Anthony Gormley created the piece 'One and Other' involving 2400 people standing on the fourth plinth in Trafalgar Square, London. For 100 days straight there will be someone standing on the plinth for 1 hour at a time, 24 hours a day.





MAKE ME A SCULPTURE

Using different objects and materials get pupils to make a sculpture of themselves or someone they know.

Sculpture do not have to be life-like, they can be in any form, colour or size. Encourage pupils to try their best at making a link to the person they are basing their sculpture on. For example, their favourite hobby might be tennis, so they could use a tennis ball as the face and then add other materials and objects to it to give it eyes, a nose, mouth, arms etc. One of their friends might really enjoy eating pasta so they could make a sculpture of them out of pasta shapes, as dry pasta will not go off.

The sculpture opposite was made by someone using stones and pebbles. This is a great example of how pupils can use anything to make a sculpture portrait.





RECYCLED SCULPTURES

Using materials you would usually throw away, think about ways that pupils can recycle them by creating sculptures.

Use plastic bottles, newspapers, crisp wrappers, carrier bags, boxes, cans, empty kitchen rolls, sweets packets and many more items and get your pupils to turn them into a sculpture. They could create 3D words and letters using recycled materials to make a statement with their sculpture. Pupils could create a giant word saying "RECYCLE" to show the rest of the school what they have created and to encourage them to recycle as much as possible.

This type of art is known as 'found art' or 'readymade art'. This is art that involves artists finding the objects and materials they work with and they then recycle them to create their art pieces.

Can your pupils find examples of this type of art online, in books, magazines or at museums? They might be able to get some great inspiration from their research.





LAND ART

Land Art, also known as Earthworks and Earth Art, is an art movement where the environment and natural resources are used to create art works, such as sculptures.

This should not be confused with other sculptures that are based outside because Land Art sculptures do not include works of art that are made somewhere else and then moved outdoors. Land Art sculptures are already in the environment and the outdoor space, but the artist rearranges the natural products and materials to create an artistic interpretation of those objects.

Using the image opposite and by researching Land Art on the internet, in books and in museums, such as in The Herbert's Elements Gallery, get pupils to create their own Land Art works in their school grounds or in parks and other natural environments. For example, they could surround every tree base in their school with brightly coloured leaves. Please see the 'Useful Links' at the back of this resource for examples and ideas.





SCULPTURE STORIES

Art usually represents something significant or it can tell us a story, but when we view art we can always interpret it in some way or other regardless of what the artist intended it to mean.

Using the story board layout below, or one of your own design, get your pupils to write and/or illustrate a story based on a sculpture they have made or seen somewhere. This is a great activity to do outside of the classroom in front of large sculptures.



Sculpture: Any object that is three-dimensional, created in an artistic manner.

Art materials: The different materials used by artists to create their work, such as paper, paint, wood, glass, etc.

Art movements: All art work is described as fitting into a particular art movement, similar to how music fits into certain genres. The style, theme or purpose of an art work is often what decides the art movement it fits into.

Artists: These are the people who create art works, but they can then be distinguished further as painters, sculptors, printers, designers, etc.

Form: In art the form of a work refers to how all of the visible elements of the piece are united, for example how the shapes, colours and size all work together to create the overall sculpture.

Method: The way an art work is made, for example, carpentry, fired in a kiln, being cast from a mould, etc.

Kiln: In sculpture, a kiln is a big oven objects made of clay. The kiln will help to remove all of the water held by the clay, which will make the object go solid, helping to make it strong and waterproof. When the temperature of a kiln is set to very high temperatures this can give a shiny, polished look to the ceramic.

Cast: Sculptures are often created through a process known as cast and mould. This involves pouring melted metal, or liquid plaster or clay into a mould, which, when hardened, will create a 'cast' of the shape of the mould.

Mould: The mould is what is used for making a cast of something. Similar to when jelly is poured into something as a liquid and then when set, the jelly has taken the shape of whatever it was poured into.

Commission: When artists are asked to make an art work for a particular place or to be based around a particular theme they are commissioned for that work, similar to being hired for a job.





If you are interested in finding out more detailed information about sculpture take a look at these websites.

Websites:

- Sculpture information for children
<http://www.childrensmuseum.org/artsworkshop/sculpture/index.html>
- Sculpture for Schools
<http://www.sculpture4schools.com/index.html>
- Sculpture resources from the Tate
<http://www.tate.org.uk/learning/schools/sculptureconstruction2306.shtm>

Books:

- The Art Book for Children
by Phaidon Editors
- Cool Sculpture: The Art of Creativity for Kids!
by Anders Hanson
- What is Sculpture?
by Louise and Richard Spilsbury
- Exploring Clay with Children: 20 Simple Projects
by Chris Utley